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ABSTRACT

This 1982-83 annual report on vocational education in Virginia is organized under four major categories: (1) recommendations for improving the state's vocational education programs, services, and activities; (2) extent to which Council recommendations have received consideration; (3) review of the vocational education annual program plan provisions; and (4) review of service to people and their needs. The evaluations contained in the report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council. Recommendations for improving the state's vocational education programs include communicating mathematics and science requirements taught in vocational education to parents and students so that vocational education is not seen as a way to avoid additional mathematics or science instruction, requiring local vocational advisory councils to file annual reports, increasing state board involvement in planning for vocational education, upgrading employment counseling and placement services in the secondary schools, and incorporating a training component on entrepreneurship in each vocational education program. An appendix to the report contains statistics on job forecasts for Virginia, various comparisons of 1981-82 high school graduates, and community college enrollment data. (KC)

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FOURTEENTH ANNUAL EVALUATION REPORT

ON

VOCATIONAL EDUCATION IN VIRGINIA

1982-83

Submitted to the Secretary of Education

United States Department of Education

and

The National Advisory Council on Vocational Education

through

The Virginia State Board of Vocational Education

by

The Virginia State Advisory Council on Vocational Education

The Virginia State Advisory Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968 and continued through Title II of the Education Amendments of 1976. Its members, drawn from a cross section of the public, are appointed by the Governor. The Council is charged by law to advise the State Board of Vocational Education concerning the operation of vocational education programs, services, and activities, and make annual reports.

Virginia State Advisory Council on Vocational Education

December 31, 1983

Mr. Thomas R. Watkins, President
Virginia State Board of
Vocational Education
Richmond, VA 23216

Dear Mr. Watkins:

Enclosed is the Fourteenth Annual Evaluation Report of the Virginia State Advisory Council on Vocational Education. This Report is presented to the State Board of Vocational Education as required by Public Law 94-482 for the Board's review and response. The Report, along with comments the State Board deems appropriate, must be submitted to the Assistant Secretary for Vocational and Adult Education, United States Department of Education, and the Chairman of the National Advisory Council on Vocational Education.

The Advisory Council believes the implementation of its recommendations will contribute to the improvement of vocational education in Virginia.

Sincerely,

Martha B. DeBord

Martha B. DeBord
Chairman

jgm

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FOREWORD

The Fourteenth Annual Evaluation Report on Vocational Education in Virginia for the "year under review" (1982-83) has been organized under four major headings:

I. Recommendations for improving the state's vocational education programs, services, and activities

II. Extent to which Council recommendations have received consideration

III. Review of the Vocational Education Annual Program Plan Provisions

IV. Review of service to people and their needs

The evaluations contained in this report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council.

It is the Advisory Council's responsibility to advise the Virginia State Board of Vocational Education (State Board of Education) concerning the development and operation of vocational education programs to meet the needs of the citizens of the Commonwealth. The Council is receptive to comments and suggestions that may be constructive and helpful to them in carrying out this task.

Appreciation is expressed by the Council to the Administrative Director and State Vocational Education Staff and to other individuals and groups who supplied information for inclusion in this report.

I. RECOMMENDATIONS FOR IMPROVING THE STATE'S VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

The State Advisory Council on Vocational Education annually makes recommendations to the State Board of Vocational Education (State Board of Education) related to needed improvements in vocational programs and activities. The recommendations included in this report were developed as a result of issues and concerns identified in Council meetings and activities throughout the State in FY 1983.

1. MATHEMATICS AND SCIENCE CONTENT IN VOCATIONAL EDUCATION PROGRAMS

THE ADVISORY COUNCIL RECOMMENDS THAT INFORMATION ABOUT MATH AND SCIENCE SKILLS TAUGHT IN VOCATIONAL PROGRAMS BE COMMUNICATED TO PARENTS, STUDENTS, AND COUNSELORS SO THE REVISED GRADUATION REQUIREMENTS ARE NOT INTERPRETED AS OFFERING VOCATIONAL EDUCATION AS A WAY TO AVOID ADDITIONAL MATH OR SCIENCE INSTRUCTION.

It is critically important that parents, students, and counselors are aware of the math and science content in vocational programs. Otherwise, potential to misinterpret the intent of the new graduation requirements exists when completion of an occupational program of vocational education can meet the requirement for a unit of math or science.

New technology demands on business and industry require greater math and science preparation for employees and the vocational curricula reflects this increased emphasis. The Advisory Council sees vocational education programs as one of the best vehicles for teaching applied higher math and science concepts, but it feels parents, students and counselors are not fully aware of the content within these programs. A brochure designed to communicate the importance of math and science in vocational programs with more detailed information for counselors is needed.

2. REPORT FROM LOCAL VOCATIONAL EDUCATION ADVISORY COUNCILS

THE ADVISORY COUNCIL RECOMMENDS THAT A REPORT OF VOCATIONAL ADVISORY COUNCIL ACTIVITIES BE MADE A REQUIRED PART OF THE ANNUAL LOCAL VOCATIONAL EDUCATION PLAN.

The degree of local advisory council involvement and effectiveness varies throughout the state. Many councils are actively participating in planning, assessing, and supporting vocational education in an exemplary manner on a continuing basis. Some, unfortunately, are still not functioning as intended, and in some instances could be classified as inactive. Information is not available at the state level to determine what advisory councils are doing or to determine assistance needed to improve their effectiveness.

The State Advisory Council believes a report from the local advisory council as a required part of the annual vocational program plan would encourage many councils to more carefully plan an annual program of work. Additionally, such a report would establish a knowledge base of what councils are doing and make it possible to share this information with councils throughout the state. Currently, the only information available on all vocational advisory councils is a membership list, identification of the chairman, and a statement signed by the chairman certifying council involvement in the development of the local plan.

The Advisory Council does not want to just create an increased paper flow from the local to the state level. It is interested in seeing vocational advisory councils function more effectively. This is important since an advisory council is the major connecting link between vocational education and the business and industrial communities.

3. STATE BOARD INVOLVEMENT IN PLANNING FOR VOCATIONAL EDUCATION

THE ADVISORY COUNCIL RECOMMENDS THAT THE STATE BOARD, THROUGH ITS PROGRAM AND POLICY COMMITTEE ON VOCATIONAL EDUCATION, BECOME MORE INVOLVED BY PARTICIPATING IN THE PLANNING OF VOCATIONAL EDUCATION TO DEVELOP A COMPREHENSIVE PLAN TO MEET INDIVIDUAL, LABOR MARKET, AND ECONOMIC DEVELOPMENT NEEDS.

The Advisory Council commends the efforts of the State Board's Program and Policy Committee on Vocational Education for its efforts during calendar year 1983. Several initiatives of the Committee, when completed, will contribute to an improved vocational program in Virginia.

The Council believes the Committee should become more directly involved in and aware of the planning of vocational education. It is recognized that the Committee members already have a heavy workload as State Board members, and this recommendation adds to that agenda. At the same time, the Advisory Council knows that increased involvement in the planning of vocational education by the Committee will develop a greater awareness and understanding of this multi-faceted program. This degree of involvement is necessary if vocational education is to develop a comprehensive plan of action to meet individual, labor market, and economic development needs of Virginia and its citizens.

A closer working relationship must continue to grow between secondary and postsecondary vocational education, and industrial and economic development efforts at the state and local level. If vocational education is to meet this challenge the State Board of Vocational Education must provide the leadership necessary to take full advantage of the opportunities available.

4. EMPLOYMENT COUNSELING AND PLACEMENT SERVICES

THE ADVISORY COUNCIL RECOMMENDS THAT THE STATE BOARD ASSESS THE CURRENT STATUS OF, CLARIFY THE RESPONSIBILITY FOR, AND IDENTIFY MODEL PROGRAMS OF EMPLOYMENT COUNSELING AND PLACEMENT SERVICES UNDER SECTION 22-40.1, CODE OF VIRGINIA.

The Advisory Council in its review of evaluation results from the Vocational Education Evaluation in Virginia (VEEVA) system notes that few programs evaluated in 1982-83 (around 20%) were identified as meeting the standard of guidance counselors assisting students in finding full-time employment after completing a vocational program. Vocational evaluations for the past three years have shown a declining number of programs meetings this standard each year. In 1981-82 about 35 percent of the programs evaluated were identified as meeting the standard. Section 22-40.1 of the Code of Virginia requires that employment counseling and placement services be made available to secondary students that graduate or leave school.

The Advisory Council feels there is confusion about the implementation of section 22-40.1. Counselors have been given the responsibility for employment counseling and placement services, but other duties limit the time available to provide such services. Based on the vocational evaluations, placement services are not available as required. As a result of this information, the Advisory Council recommends the assessment, clarification of responsibility, and identification of models to show how these services can be made available as intended.

5. ENTREPRENEURSHIP TRAINING

THE ADVISORY COUNCIL RECOMMENDS THAT THE STATE BOARD INCORPORATE A TRAINING COMPONENT ON ENTREPRENEURSHIP WITHIN EACH VOCATIONAL EDUCATION OCCUPATIONAL PREPARATION PROGRAM.

The Advisory Council believes entrepreneurship training is a necessary component for each occupational preparation program. An entrepreneur is defined as one who organizes, manages, and assumes the risk of a business or enterprise. Small business ownership has been an important part of the American economic system since the founding of our country. Over half of the new jobs come from small businesses. They are a major source of innovation, and they contribute greatly to economic revitalization.

The Council is aware that the marketing and distributive education program has emphasized entrepreneurship training. It is now time that all occupational preparation programs make this a part of future vocational program instruction.

II. EXTENT TO WHICH COUNCIL RECOMMANDATIONS HAVE RECEIVED CONSIDERATION

The Virginia State Advisory Council submits, through its annual evaluation report, recommendations to the Virginia State Board of Vocational Education pertaining to areas determined to be in need of attention. Regular communication between the Advisory Council staff, the State Board of Vocational Education, the State Department of Education, and its vocational education staff is maintained to monitor actions taken in response to the recommendations. State Board of Vocational Education responses to recommendations included in the Advisory Council's Thirteenth Annual Evaluation Report follow:

1. VOCATIONAL EDUCATION'S ROLE IN ATTRACTING INDUSTRY TO VIRGINIA

RECOMMENDATION

The Advisory Council recommends that a task force review vocational and technical education programs and report how they can better prepare students for entry and advancement in today's rapidly changing technical work place and expand vocational and technical education's role in attracting high technology industry to Virginia.

STATE BOARD RESPONSE

The FY 1983-84 Annual Plan for Vocational Education and modifications to the five-year plan include a strategy (3.9 Improvement) calling for a task force to review vocational and technical education programs in light of the computer revolution. The role of this task force will be further defined following a May 3-4, 1983, regional conference (serving four states) on high technology.

2. STUDENT AND EMPLOYER FOLLOW-UP

RECOMMENDATION

The Advisory Council recommends that the State administered Vocational Education student and employer follow-up system be abandoned and that in its place a locally conducted follow-up be developed for use by school divisions, community college, and others providing vocational instruction.

STATE BOARD RESPONSE

Current follow-up procedures are being reviewed by a statewide task force with membership from all regions of the State. The task force will make its recommendations by October 31, 1983. FY 1984 completers will be followed up utilizing the new system.

3. FUNDING OF HANDICAPPED AND DISADVANTAGED STUDENT ENROLLMENTS

RECOMMENDATION

The Advisory Council recommends that specially designed vocational classes for handicapped and disadvantaged students be funded on the basis of additional cost funds for full-time equivalent student enrollment as other vocational programs are funded. It is also recommended that provision be made in FTE funding for support services for these students when they need such help to succeed in regular vocational classes.

STATE BOARD RESPONSE

A task force was appointed during the current year to review the funding of vocational education in the public schools and to determine needed modifications. The task force includes representation from localities, the State Advisory Council on Vocational Education and the Virginia Department of Education. This recommendation is receiving full consideration by the task force. The task force will make its final recommendations to the Policy and Program Committee of the State Board of Vocational Education in 1983.

4. COMMUNITY COLLEGE OCCUPATIONAL-TECHNICAL EDUCATION

RECOMMENDATION

The Advisory Council recommends that the State Board of Vocational Education work jointly with and support the efforts of the Virginia Community College System to secure funds for replacement and updating equipment for occupational-technical education in the colleges.

STATE BOARD RESPONSE

The Board continues to support the efforts of the Virginia Community College System to replace and update equipment for occupational-technical education in the colleges.

5. COUNSELING SERVICES

RECOMMENDATION

The Advisory Council recommends that revised accreditation standards for elementary and secondary schools provide adequate time for counselors to work with students to plan educational programs that best meet the needs and aspirations of each student.

STATE BOARD RESPONSE

The Board will consider this recommendation in its approval of the accreditation standards.

6. FULL SCHEDULE OF CLASSES FOR SECONDARY STUDENTS

RECOMMENDATION

The Advisory Council recommends that all secondary students be required to maintain a full-day schedule of classes.

STATE BOARD RESPONSE

The current draft of the revised Standards for Accrediting Schools in Virginia requires that students maintain a full-day schedule of classes except with a waiver from the local superintendent of schools. Strong support of this requirement was expressed by individuals commenting at recent public hearings around the state. The Board will consider this recommendation in its approval of the accreditation standards.

7. TEACHER SCHOLARSHIPS

RECOMMENDATION

The Advisory Council recommends that state teacher scholarships be established as incentives to encourage individuals to prepare as teachers in those vocational education program areas which are experiencing shortages.

STATE BOARD RESPONSE

The Board agrees that such incentives are desirable and will recommend eligibility for financial assistance for individuals preparing to teach in vocational education areas having teacher shortages.

8. COMMUNITY COLLEGE ENROLLMENT CHANGES

RECOMMENDATION

The Advisory Council recommends that the State Board of Vocational Education recognize the conditions having an impact on enrollment patterns in the Virginia Community College System, and support actions that maintain accessibility for students desiring to enter occupational-technical programs in the community colleges.

STATE BOARD RESPONSE

The Board recognizes the changing patterns affecting enrollment in the Virginia Community College System and will continue to work cooperatively with the system in supporting actions that maintain accessibility for students.

III. REVIEW OF THE VOCATIONAL EDUCATION ANNUAL PROGRAM PLAN PROVISIONS

The 1982 vocational education program plan included 12 continuing objectives and 20 improvement objectives. The continuing objectives identified planned levels of enrollments, completions, student organization participation, etc., and involved 36 strategies. The improvement objectives supported activities intended to bring about improved quality in vocational programs and related services. There were 66 strategies identified with the improvement objectives. Information about the accomplishment of FY 1983 objectives and strategies is not available at this time. The accountability report for FY 1983 will be available in the spring of 1984.

VOCATIONAL EDUCATION GOALS

Consistent with their abilities, interests, and educational needs:

1. Youth and adults will acquire the skills and knowledge needed for employment or self-employment in occupations of their choice and for which there are employment opportunities.

2. Youth and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.

3. Youth and adults will be aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational programs.

4. Youth and adults will exhibit pride in work done; confidence in ability to perform in the world of work; and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.

5. Youth and adults will benefit from programs improved and updated through planning, evaluation, curriculum management, research, use of community resources and other ancillary activities.

6. Youth and adults will benefit, through the cooperative efforts of the Department of Education, Council of Higher Education, Virginia Community College System, Governor's Employment and Training Council, Rehabilitative School Authority, Department of Vocational Rehabilitation, Virginia Employment Commission and other agencies, institutions and organizations concerned with vocational education, from a coordinated vocational education delivery system which fully utilizes all resources: public, private, and proprietary.

OBJECTIVES IN THE FY 1982 ANNUAL PROGRAM PLAN

CONTINUING OBJECTIVES

1. By June 30, 1982, 159,500 students will be enrolled in occupational programs at the secondary level as verified by the Vocational Education Reporting System.

OUTCOMES

Secondary	Projected 1982	Actual 1982
Regular	146,963	159,278
Disadvantaged	9,015	17,120
Handicapped	2,025	2,799
	158,003	179,197

Additionally, 1,760 students identified as disadvantaged and 1,296 students identified as handicapped were enrolled in regular vocational programs.

Another strategy under this objective identified vocational facilities to be completed in 1982. Four new vocational centers were completed and four new construction projects were started.

CONTINUING OBJECTIVES	OUTCOMES

2. By June 30, 1982, 35,000 students will be enrolled in postsecondary occupational preparation programs as verified by the Virginia Community College System and the Vocational Education Reporting System.

Postsecondary	Projected 1982	Actual 1982
Regular, Disadvantaged, and Handicapped enrollments combined	34,558	56,763

Actual enrollments include associate degree, diploma, and certificate programs. Projections include only associate degree programs.

3. By June 30, 1982, 128,000 adult students will be enrolled in short term, long term, and apprenticeship programs as verified by the Vocational Education Reporting System and the Virginia Community College System.

Adult	Projected 1982	Actual 1982
Regular	106,902	46,740
Disadvantaged	4,188	1,336
Handicapped	2,764	706
	113,854	48,782

Four projects serving displaced homemakers were also conducted under this objective.

4. By June 30, 1982, 38,000 students will complete occupational preparation programs, or leave school prior to completion with a marketable skill, as verified by the Vocational Education Reporting System and the Virginia Community College System.

Completions	Projected 1982	Actual 1982
Secondary	29,968	27,311
Postsecondary	4,049	6,265
Adult	4,421	2,344
	38,438	35,920

The adult completion total includes 1,115 apprentices.

Work study programs serving nearly 1,000 students were also included under this objective. The projections and results are:

Secondary	Projected 1982	Actual 1982
Students	885	949
Programs	46	47

5. By June 30, 1982, 80,000 students will be enrolled in secondary consumer and homemaking programs as reported by the Vocational Education Reporting System.

Secondary	Projected 1982	Actual 1982
Regular	74,518	63,583
Disadvantaged	3,925	10,574
Handicapped	1,870	1,628
	80,313	75,785

6. By June 30, 1982, 12,000 adults will have been served in consumer and homemaking classes during the 1981-82 school year as reported through the Vocational Education Reporting System.

Adult	Projected 1982	Actual 1982
Regular	11,070	7,259
Disadvantaged	430	211
Handicapped	200	25
	11,700	7,495

CONTINUING OBJECTIVES	OUTCOMES

7. By June 30, 1982, over 76,000 students will be enrolled in approved orientation and exploration courses, as verified by the Vocational Education Reporting System.

	Projected 1982	Actual 1982
Industrial Arts, Program Fields, and Special Disadvantaged and Handicapped Programs	73,190	76,156

The above actual enrollment total includes 8,440 students identified as disadvantaged and 1,829 identified as handicapped.

8. By August 30 of each year, the master timetable and schedule for the planning and operation of programs under the amendments of the Comprehensive Employment and Training Act (CETA) by local educational agencies in conjunction with the Division of Vocational Education will be developed and put into operation.

Seven strategies were identified with this objective and all were completed as planned. An in-service conference for directors, supervisors, counselors and instructors of CETA programs was held with 140 in attendance. Non-financial agreements were negotiated with each CETA prime sponsor and the state staff developed 22 contracts, conducted 17 evaluations, and made 100 monitoring visits. Three competency-based instruction workshops were held for teachers in conjunction with workshops on evaluation systems. One hundred thirty-eight follow-up visits were made by state staff providing technical assistance.

9. By June 30, 1982, 100,000 persons will be members of vocational student organizations as reported by the state advisor of each organization.

Youth & Adult Organization	Projected 1982	Actual 1982
FFA	20,500	17,509
FBLA	15,975	18,390
DECA	15,975	15,598
FHA/HERO	20,000	21,438
AIASA	4,000	2,359
VICA	17,400	14,801
Young Farmers	2,100	1,846
Young Homemakers	900	900
Phi Beta Lambda	786	1,147
HOSA	1,100	1,900
	98,736	95,888

10. By June 30 of each year, pre-service and in-service education for professional staff in all vocational education program fields will be available as evidenced by teacher education programs and completed conferences.

	Projected 1982	Actual 1982
Pre-Service	437	328
In-Service	6,163	5,300

Each vocational program area held a summer instructional conference and numerous regional and local workshops were conducted throughout the state on a variety of instructional topics. A survey instrument was developed to identify perceived needs related to implementing competency-based vocational education. The results have formulated in-service activities for the next several years.

CONTINUING OBJECTIVES

11. By June 30, 1982, a total of 256 local directors, supervisors, vocational guidance counselors, center principals, and assistant principals will be employed as reported through local applications.

OUTCOMES

	Projected 1982	Actual 1982
Directors	85	88
Asst. Directors	3	2
Supervisors	60	63
Voc. Guid. Counselors	25	34
Center Principals	42	45
Center Asst. Principals	41	38
	256	270

12. By June 30 of each year, curriculum units and guides will be developed and disseminated to local education agencies.

Program	Projected 1982	Actual 1982
Agriculture	16	4
Distribution	28	10
Health	3	2
Home Economics	4	4
Industrial Arts	3	5
Business & Office	5	7
Trade & Industry	3	7
Other	5	2
	67	41

IMPROVEMENT OBJECTIVES

1. By June 30, 1982, 65 percent of graduating seniors at the secondary level will have attained marketable skills through occupational preparation programs as reported by local school divisions.

OUTCOMES

This objective includes all graduating seniors in the expected 65 percent to have attained marketable skills through occupational preparation programs. The Report on Public Education in Virginia, November, 1982, identifies 79 percent of graduates not continuing education had marketable skills through completion of vocational courses and nine percent acquired marketable skills through other courses or work experience. Forty percent of the graduates in 1982 did not continue education. No information on marketable skills of graduates continuing education was included in the report. State staff assistance was given to school divisions where low program completion rates were reported and the report on marketable skills of graduates was below 65 percent. These were generally accomplished as part of the evaluation follow-up visits made by supervisory personnel.

The vocational program service areas worked with teachers and administrators on serving seniors and other students who have not previously had vocational education. Other activities conducted under this objective included a statewide conference for guidance personnel and vocational educators. Two hundred fifty-two individuals participated in the program to improve guidance services. Three projects to develop a comprehensive vocational guidance plan were approved, one in a community college, one in a public school system, and one to the Virginia Community College System.

IMPROVEMENT OBJECTIVES	OUTCOMES
2. By June 30, 1982, each school division shall provide programs and/or services which meet the needs of the disadvantages and handicapped as evidenced by local plans submitted on January 15, 1982.	In-service programs for teachers and state staff members has been completed over the past two years. There still is a need for a greater understanding of how to serve these target groups in regular vocational programs. Six in-service projects were conducted to address this continuing need. State staff continued to assist school divisions with the development of plans to serve disadvantaged and handicapped students. Other activities conducted under this objective included a meeting of an interagency task force to discuss the follow-up of task force recommendations made in 1979-80. The recommendations focused on helping school divisions to better meet the needs of special students. Eleven guidance and counseling projects were conducted during the year to improve these services to disadvantaged and handicapped students. A workshop was held for school psychologists to develop an understanding of vocational education programs and eight projects developed information materials about serving special needs students. Two activities were not completed. These were the development of an in-service program to help vocational teachers develop competencies needed for working with handicapped students and the clarification of the role of various educational personnel in serving handicapped students. These are to be completed in a future year.
3. By June 30, 1982, each school division shall have implemented competency-based instruction in approved vocational education programs based on V-TECS and IDECC catalogs, if available, or other competency-based materials as reported in the annual local evaluation programs, and each community college shall have implemented competency-based instruction in at least one program based on V-TECS materials as reported by the Virginia Community College System.	The annual conference for local administrators of vocational education included workshop sessions on the status of implementing competency-based vocational programs. As a result of this effort several regional groups of administrators requested and received additional assistance in understanding the competency standards established by the various vocational program areas. In-service training of teachers on the implementation of CBE was continued through the summer conference for business education, in regional workshops for agriculture, and in distributive education where a high percentage of teachers have completed all three phases of training. Eighteen V-TECS catalogs of objectives were made available for use statewide during the year. Several learning activity packages from IDECC were incorporated into curriculum guides in distributive education and some competency-based materials were purchased from other states in agriculture, business, distributive, special programs, and trade and industrial education.

IMPROVEMENT OBJECTIVES	OUTCOMES
	Three specially funded projects to implement competency-based vocational programs were scheduled to be completed. Two finished as planned and one was extended into the 1982-83 school year. A dental aide/medical assistant project was completed and curriculum guides developed for use statewide. Ten additional projects implementing competency-based vocational education were approved. These were in addition to projects previously funded.
4. By June 30, 1982, at least 70 percent of secondary students available for employment, who complete occupational programs or leave school prior to completion with a marketable skill, will be employed in a field for which they are trained as verified by the annual follow-up survey system.	Supervisory follow-up visits connected with the VEEVA evaluation system were used to assist school divisions that had less than 70 percent of students employed in a job related to the vocational program completed. This involved the twenty-eight school divisions evaluated during 1981-82. The state follow-up system is a sample survey of approximately 20 percent of the school divisions each year. Each vocational program area also continued to assist teachers in strengthening placement services for program completers. Two additional demonstration projects were included under this objective which did not receive financial support. One involved contracting between a private proprietary school and a school division or community college to provide training. The other proposed to incorporate cooperative on-the-job experiences for students in trade programs.
5. Each year of the five-year period 1978-82, the State Board of Vocational Education will evaluate the effectiveness of local vocational education programs as evidenced by a report of the findings.	Twenty-eight school divisions were evaluated during 1981-82 using the VEEVA evaluation system. These evaluations generated 126 supervisory follow-up visits. During these visits recommendations to improve the various vocational programs were developed. The evaluation system requires each school division to identify progress made on implementing these recommendations during the next school year. State vocational staff members also participated on twenty-eight administrative review teams which verified school division compliance with state and federal program regulations.
6. By September 30, 1979, students in 50 percent of school divisions having middle or junior high school will have access to "A World of Choice: Careers and You" and approved exploratory and introductory courses available through vocational education.	This objective was accomplished in FY 1980.

IMPROVEMENT OBJECTIVES	OUTCOMES
7. By June 30, 1982, a system for identifying the vocational education needs of adults will be implemented throughout the state.	The system to identify adults was not developed as planned. The contractor for the project could not finish the work and the effort was terminated in 1980-81. As a result there is no system for identifying adults. A second strategy to establish a demonstration project in farm business management was continued. This was the second year of a project scheduled to be completed in July, 1983.
8. By June 30, 1979, an evaluation will be made using at least 50 selected vocational teachers to determine the utilization of the instructional materials developed through research that emphasizes students' pride in good workmanship, ethical conduct, and a realistic self-image in relation to a chosen vocation.	This objective was accomplished in FY 1980.
9. By June 30, 1982, all local school divisions will be provided with course outlines for all approved vocational education programs offered in their school divisions.	This objective was accomplished in FY 1981.
10. By September 1, 1981, 600 vocational education teachers of disadvantaged and handicapped students enrolled in specially designed programs will have completed a pre-service or in-service competency-based activity for effectively teaching those students, and vocational teachers will have received in-service education on providing special services to disadvantaged and handicapped students enrolled in regular programs.	Strategies under this objective have been combined under Improvement Objective 2 and outcomes are included under that objective.
11. By September 30, 1980, all approved vocational teacher education programs will include instruction in the effective organization and operation of vocational student organizations as reported by the teacher education institution.	This objective was accomplished in FY 1980.

IMPROVEMENT OBJECTIVES	OUTCOMES
12. By June 30, 1982, an increased supply of certified vocational teachers will be available to local school divisions throughout the state as reported by local school divisions.	Recruitment materials were distributed in agriculture, industrial arts, and trade and industrial education. The materials identified opportunities for teaching in these areas and identified the universities where training is available. Efforts in agricultural education continued to be made in contacting students within the community college system and in selected school divisions. These contacts are getting results. Enrollments in teacher preparation programs in agricultural education have increased in the two institutions in the state. A project to bring teacher educators in trade and industrial education together to plan improved services for teachers was continued. The identification of competencies needed to teach trade and industrial programs has been completed. Industrial arts recruitment materials were used by all institutions training industrial arts teachers. Additionally, a new pre-service program in health occupations completed its first year of operation. Two other strategies involved identifying junior and senior vocational students that have potential as teachers and encourage them to pursue a career in education, and to establish a committee to recommend certification requirements for teachers of disadvantaged and handicapped students in special programs. No special activities have taken place with regard to identifying potential teachers. In 1980-81 a committee meeting on the certification issue did not recommend a separate endorsement for teaching these target populations.
13. By June 30, 1978, each school division and other agencies receiving vocational funds shall have provided evidence of an active local vocational education advisory committee as reflected in local planning and evaluation.	This objective was accomplished in FY 1980.
14. By June 30, 1982, barriers that inhibit equal opportunities for both sexes in vocational education programs will be eliminated as evidenced by program evaluation.	Activities to increase the awareness of educators and non-educators about the issues related to sex equity in vocational education were continued. These included reprinting of a brochure to recruit males into home economics programs; development of brochures, a poster, and handbook for educators on the issue of sex equity; completing a slide-tape presentation on trade and industrial education programs; and development of a directory of non-traditional workers.

IMPROVEMENT OBJECTIVES	OUTCOMES
	The sex equity office has maintained liaison with women's groups, apprenticeship groups, and the State Advisory Council's Ad Hoc Committee on Sex Bias and Sex Stereotyping. A status report on the first two and one-half years of sex equity activities has been developed and shared with a variety of groups. The sex equity coordinator provided assistance to school divisions, a number of state agencies, and others working on sex equity issues. Three recruitment projects were approved in FY 1982. These involved developing recruitment materials for attracting and assisting students interested in occupations dominated by the opposite sex, an aviation careers project, and the recruitment of students into vocational programs historically dominated by the opposite sex. A request for proposal for a project to enhance the movement of women into educational administration was distributed. The Ad Hoc Committee on Sex Bias and Sex Stereotyping of the State Advisory Council worked with the Sex Equity Office throughout the development of this proposal. The sex equity coordinator continued to participate in the state plan development process by reviewing the plan and evaluation reports. Title IX self-evaluation reports from school divisions were also reviewed.
15. By June 1982, criteria for identifying gifted and talented students in vocational education and their special needs will be disseminated to school divisions.	Five in-service workshops were conducted for business teachers on serving gifted and talented students in regular and vocational programs. Other workshops under this objective were not held as planned. These were delayed because of insufficient progress in the development of materials related to serving this special group of students. The committee of vocational program staff members continued to meet and develop means to better serve gifted and talented students. Some activities under this objective have been delayed in anticipation of identification criteria for these students.
16. By June 30, 1982, each vocational service will have a guide of instructional options and differentiated activities in occupational preparation programs for gifted and talented students.	The task force for gifted and talented students in vocational education met once in FY 1982. Some vocational program areas are providing differentiated instruction in regular programs for these students but all programs are not universally providing this service.

IMPROVEMENT OBJECTIVES	OUTCOMES
17. A continuing management support system will be provided to expedite proper and efficient administration of the state vocational education programs as evidenced by the U. S. Office of Education Report of the Management Evaluation Review.	State staff members provided direction to a number of of activities designed to assure the effective operation of vocational education across the state. The curriculum development unit was relocated in the Henrico County Public Schools for a three-year period. Support was provided for student organizations through specialists working with these groups. The state participated in the National Vocational Education Professional Development Consortium and personnel was provided to administer the vocational guidance and counseling activities in the state plan. Support was also continued on a part-time basis to develop the quarterly publication, "Voc-Ed Voice". State and local planning efforts were conducted in accordance with a coordinated schedule for these activities. Assistance was provided from the state staff during the planning period on a daily basis. Planning materials for teacher education and post-secondary programs were revised. The local plan continued documentation of the existence of local vocational advisory councils for every school division or institution receiving vocational funds. Membership of these councils was also included in the local plan. In-service activities were provided in eleven school divisions to assist in the operation of the advisory council. Efforts of the Virginia Occupational Information Coordinating Committee (VOICC) continued through the Occupational Information System (OIS) and the Career Information Delivery System (CIDS) Virginia View program. These projects have provided useful career development materials and occupational demand and supply data previously unavailable in Virginia in a meaningful delivery system. The research coordinating unit in the Department of Education continues to coordinate research, exemplary, and curriculum efforts. Two of the major efforts of the research unit include the V-TECS project on competency-based education materials and the Vocational Education Reporting System (VERS). Some problems regarding processing data in a timely manner have been resolved, but all have not been fully resolved.
18. By June 30, 1982, three models for the coordination and articulation of vocational education programs in three community colleges will be completed through a research project to coordinate and articulate all vocational programs at the secondary and community college level.	The articulation projects called for in this objective have been completed. Four projects were approved instead of three. The coordination efforts were provided through a project awarded to Virginia Tech. Articulation efforts between the public schools and community colleges will be expanded in the future.

IMPROVEMENT OBJECTIVES	OUTCOMES
19. By June 30, 1982, all vocational teachers will have in-service education on the utilization of instructional materials that emphasize student pride in work, ethical conduct, and a realistic self-image in relation to a chosen vocation.	The use of these materials continues to be delayed because of needed revision. It is projected that they will be made available in FY 1983. In-service activities related to the work ethic materials were not included as part of instructional conference programs in 1981-82.
20. By September, 1982, at least 80 percent of the school divisions shall provide programs that assist students to make career and educational decisions as evidenced by approved programs of Industrial Arts and/or Careers and You.	Six teachers participated in a workshop for new teachers of the course, "A World of Choice: Careers and You". One activity under this objective involved development of a television series on understanding technology. This was not completed due to a national foundation withdrawing financial support for the project. A research project to identify the contributions of industrial arts was completed in FY 1982.
21. By June 30, 1982, model procedures for preventing the unnecessary duplication of adult vocational education courses and programs at local school divisions and community colleges within the regions will be identified.	No direct action was taken to implement this objective.

ANALYSIS OF THE DISTRIBUTION OF FUNDS FOR VOCATIONAL EDUCATION

The administrative provisions of the vocational education state plan identify the criteria used in determining the allocation of funds to local school divisions. These criteria are the relative ability to provide resources; vocational education needs of various populations; and the relative cost of programs, services, and activities. Data for each of the criteria are used to rank a division in relation to other divisions. The ranking determines the assignment of a point value and the sum of the point values establishes an overall ranking. The ability to pay is weighted most heavily in this allocation procedure. The composite index used in the basic aid formula for distributing state funds is the major component in determining ability to provide resources. The basic aid formula uses true property values, personal income, and the portion of state sales tax designated for education. Additional information related to ability to pay involves data on the concentration of low income families. The ranking resulting from these data also receives a weighted point value. As a result, the two rankings related to ability to provide resources represent seventy-five percent of the factors determining the allocation of funds. Student dropout rates, unemployment rates, and the number of students not continuing further education are used to determine vocational education needs. The cost of programs is determined by the actual cost of education per student in average daily membership for the previous school year. Needs and costs represent the remaining twenty-five percent of the factors determining the allocation of funds.

The grouping of school divisions in the overall ranking is used to establish levels of reimbursement for federal and state funds allocated for a variety of vocational programs and services. State funds are also allocated on a full-time student enrollment basis for vocational programs. These funds represent the additional cost of vocational programs where lower student-teacher ratios exist.

Federal funds are allotted to the community colleges by the State Board of Vocational Education for persons who have completed or left high school and who are available for study in preparation for entering the labor market. The allocation formula for regular vocational programs in the community colleges relates to the average of the reimbursement rates for the school divisions in the community college district. Federal funds are also allocated to four-year institutions for teacher education programs. More specific details on these funding allocation systems can be found in the Virginia State Plan for Vocational Education, 1983-87 and the Updated Administrative Provisions for the Virginia State Plan for Vocational Education, 1983-87.

ADVISORY COUNCIL COMMENT

The Advisory Council feels the allocation systems meet the requirements of federal vocational legislation and the information used to establish levels of reimbursement are the best data available. Earlier concern of the Council regarding elements of the allocation system for categorical vocational funds has received attention through a task force on vocational funding. Some recommendations of the task force will be implemented in FY 1984.

FY 1983 VOCATIONAL EDUCATION PROJECTED FUNDS AND EXPENDITURES

PROGRAMS AND SERVICES FOR FUNDED ACTIVITIES	PROJECTED FUNDS FY 1983				EXPENDITURES FY 1983			
	82 FEDERAL CARRYOVER	83 GRANT AWARD	STATE	LOCAL	82 FEDERAL CARRYOVER	83 GRANT AWARD	STATE	LOCAL
Subpart 2--Section 120:								
Secondary	609,707	3,067,105	24,231,140	59,853,240	634,417	1,745,894	25,670,281	65,803,199
Postsecondary	200,043	1,327,250	1,569,580	--	200,043	1,350,789	23,771,814	--
Adult	267,153	1,605,688	1,775,480	3,015,880	267,153	1,277,265	3,956,071	2,969,045
Disadvantaged	412,363	2,839,632	348,055	2,661,960	412,364	2,889,556	2,045,549	3,697,165
Handicapped	157,170	1,419,816	885,400	1,139,690	157,171	1,381,223	1,310,277	1,444,558
Work Study	88,126	136,900	--	100,300	88,125	113,402	--	92,269
Cooperative Education	25,000	102,100	--	247,990	25,000	56,358	--	53,290
Construction	253,100	790,000	--	5,385,130	253,100	706,366	--	925,954
Sex Equity Personnel	40,000	50,000	--	--	40,000	47,849	--	--
Industrial Arts	--	242,910	3,700,555	15,475,140	--	371,113	2,309,377	17,103,128
Non-Traditional Employment	30,324	30,000	--	--	5,614	19,791	--	--
State Administration	119,879	389,959	1,883,000	--	119,879	304,160	1,900,608	--
TOTALS--SUBPART 2	2,202,864	12,001,360	34,393,190	87,879,300	2,202,864	10,263,767	60,963,977	92,088,607
Subpart 3--Section 130:								
Research	73,361	498,512	55,000	--	87,874	428,809	47,024	--
Exemplary and Innovative	38,954	25,169	--	--	24,442	5,070	--	--
Curriculum Development	111,569	469,579	--	--	137,104	76,518	--	--
Guidance and Counseling	125,635	439,360	--	288,480	100,971	317,627	68,251	530,373
Personnel Development	68,260	665,562	2,515,850	--	68,260	598,152	2,339,297	--
Personnel Dev Disadvantaged	--	14,250	--	--	--	13,418	--	--
Personnel Dev Handicapped	--	15,550	--	--	--	13,418	--	--
Grants to Reduce Sex Bias	--	--	--	--	--	--	--	--
State Administration	21,156	68,816	322,300	--	20,286	14,595	38,788	--
TOTALS--SUBPART 3	438,935	2,196,798	2,893,150	288,480	438,935	1,467,607	2,493,360	530,373
Subpart 4--Section 140:								
Special Disadvantaged	85,603	346,803	--	448,270	85,603	344,694	--	620,624
Economically Depressed	30,188	246,322	1,181,064	2,389,526	29,470	228,208	1,230,150	2,522,280
Subpart 5--Section 150:								
Consumer and Homemaking	120,753	457,454	2,509,761	8,471,954	121,471	423,418	2,627,901	9,028,370
Subpart 6--Section 102d:								
Evaluation and Planning	90,440	86,677	--	--	90,440	21,457	--	--
GRAND TOTAL	2,968,783	15,335,414	40,977,165	99,476,560	2,968,783	12,749,152	67,315,388	104,790,254

Source of data: State Department of Education.
(Projected funds and expenditures rounded to the nearest dollar amount.)

IV. REVIEW OF SERVICE TO PEOPLE AND THEIR NEEDS

IDENTIFICATION OF VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING NEEDS OF VIRGINIA AND EXTENT THE APPROACH TO MEETING SUCH NEEDS IS CONSISTENT, INTEGRATED, AND COORDINATED

The State Advisory Council on Vocational Education and the Governor's Job Training Coordinating Council (GJTCC) under the Job Training Partnership Act (formerly the Governor's Employment and Training Council under the Comprehensive Employment and Training Act) are required by law to jointly identify the vocational education and employment training needs of Virginia. The federal legislation which mandates this identification also requires the two councils to assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs represent a consistent, integrated, and coordinated approach to meeting such needs.

VOICC

Staff of the Virginia Occupational Information Coordinating Committee (VOICC) and the Tayloe Murphy Institute met with representatives of the two councils to review occupational supply, demand, and wage data for use in planning vocational and employment training programs. VOICC is an interagency organization with members from the Department of Education (vocational education), Virginia Employment Commission (VEC), Governor's Employment and Training Division (GETD), Department of Rehabilitative Services, and Division of Industrial Development. It is responsible for assembling existing data into a usable format for planning occupational training programs. The Tayloe Murphy Institute, University of Virginia, has developed the Virginia Occupational Information System (VOIS) for VOICC. The VOIS system was established in FY 1980 to provide a delivery system for occupational supply, demand, and wage data.

SUPPLY/DEMAND/WAGE DATA

The third edition of the publication, Virginia Occupational Demand, Supply, and Wage Information, is scheduled to be available in the fall of 1983. Occupational briefs on 180 occupations will again be included in the third edition, but updated employment outlook projections based on the Occupational Employment Statistics (OES) program of the VEC will not be included, even though OES surveys have been made on a continuing basis to document employer staffing patterns. Previously, the federal government processed these data for the states to make occupational projections, but a decision at the federal level eliminated this service. The state of Maine has converted the computer software and is developing projections for other states on a contractual basis. Virginia has such a contract and expects to receive its new projections to 1990 in the spring of 1984. In the meantime, the VEC is developing internal capability to generate state and local projections to avoid future dependence on outside agencies. The demand, supply, and wage publication to be available in 1983 will substitute occupational information derived from 1980 census data with statements about national trends for each brief. This approach provides more recent data to planners and administrators than repeating demand data provided in earlier editions of the publication. The publication will also include background data on demand, supply, and wage concepts; a description of state and local sources of data; a description of the occupational coding system; national demand projections; occupational and geographic mobility data; and other related statewide information. A telephone data retrieval service is available to update and supplement information in print and allows users to request data in different formats.

During 1983, VOIS developed a publication entitled, Occupations in Virginia. The Equal Employment Opportunity Special File from the 1980 Census of Population and Housing was used as the data source for this document. Data included shows the occupations of Virginians in the civilian labor force. This includes both employed and unemployed. The data has value in affirmative action and equal employment opportunity related activities, shows the available work force for economic development efforts, and provides local occupational distributions for planners of occupational training programs.

Several problem areas continue to constrain data in VOIS. These include the lack of standardized outcome information from vocational education, lack of effective follow-up information on vocational graduates, and the lack of geographical specificity for all data in the system. Statewide data and metropolitan area data are the basis of the system and that leaves many geographical areas without localized data. The VEC plans to develop new occupational projections for each service delivery area under the Job Training Partnership Act and these data will contribute to the solution of this problem area.

VIRGINIA VIEW

VOICC has also established a Career Information Delivery System, Virginia VIEW, for use by counselors and individuals making career plans. The College of Education, Virginia Polytechnic Institute and State University, is the contractor. One of Virginia VIEW'S major efforts is a microfiche/computer system that includes 345 occupational briefs. The system is now located at 1800 sites across the state including school divisions, CETA prime sponsor offices, and community colleges. In addition, Virginia VIEW operates a toll-free career hotline. Almost 10,000 calls have been received on this hotline since it began in 1981.

VIOCC and its major efforts through VOIS and Virginia VIEW are supported by grant funds. Past sources have included the GETC under CETA, vocational education funds, and competitive grants from the National Occupational Information Coordinating Committee (NOICC). Although complete commitments on funding for FY 1984 have not been made, it is expected that both VOIS and Virginia VIEW will be continued in FY 1984.

COORDINATION AMONG AGENCIES

The two Councils in the past have attempted to assess coordination among agencies through various means. As a result, barriers to coordination have been identified, formal agreements among agencies have been cited and coordination efforts have been noted. Based on past reports and observations, the two Councils believe there continues to be a lack of consistency in the degree and commitment to coordinate. Coordination has occurred, but the extent to which it has happened has been the result of leadership willing to make a commitment above and beyond that required in coordination mandates.

In the past, coordination mandates have been unenforceable with no clear criteria for evaluating coordination plans or results. No single authority has been in a position to drive coordination among parties at the same level of government. The impact and extent of coordination is difficult to evaluate and requires resources which go beyond the scope of either council. With the passage of the new Job Training Partnership Act (JTPA), several changes have occurred which may influence or set the stage for increased coordination among employment and training and education organizations in the future.

Under the new JTPA legislation, coordination ranks high as a priority. Emphasis is on the best use of resources versus duplication and fragmentation. With the transfer of authority to the State, Governors are in a pivotal role. JTPA gives the Governor a chief policy leadership and management role within the employment and training system, thereby enabling him to coordinate job training with other State based service delivery systems. Governors must establish statewide goals and objectives to guide the planning process and establish criteria through which coordination efforts can be evaluated.

JTPA amends the Wagner-Peyser Act and emphasizes complementary roles for the employment service and job training efforts. This should result in coordination of employment services and job training systems so that programs, plans and policies are compatible, non-duplicative and mutually reinforcing. The Governor's Job Training Coordinating Council, organized in February, 1983, serves as an advisory body to the Governor and has oversight responsibility for statewide JTPA activities serving economically disadvantaged youth and adults. Although the Council's role is still evolving, it has the potential for making recommendations that will impact upon coordination.

The Governor's Employment and Training Policy Task Force reported during 1983 to the Secretary of Human Resources with recommendations directed toward establishing state employment and training policy. A major issue in the report was coordination of systems and programs which appear to have similar purposes and how to avoid duplication of effort.

COUNCIL MEMBER VISITATIONS

Members of the State Advisory Council visited four vocational education program sites during a meeting in the Staunton-Fishersville area in the spring of 1983. Groups of members visited Blue Ridge Community College in Weyers Cave, The Elizabeth Brant School of Business in Staunton, and Valley Vocational-Technical Center and Woodrow Wilson Rehabilitation Center in Fishersville. The inclusion of a community college, proprietary school, secondary vocational center, and a state institution serving handicapped persons gave members an opportunity to see programs serving diverse populations.

During the visits, council members asked questions of teachers, administrators, and students about the vocational programs and activities. Part of this questioning involved identifying major problem areas that are impacting on the programs and other areas of concern that should be reviewed by the State Advisory Council.

A continuing problem facing each of these vocational education program delivery systems is the need to update equipment. Recent economic conditions have played havoc with funding for equipment in public sector budget requests. Even the proprietary school noted the high cost of providing new up-to-date computer equipment. Following is a summary of problem areas and concerns identified during these visits:

COMMUNITY COLLEGE

1. State purchasing procedures need further streamlining to avoid unnecessary delay in getting approval for equipment purchases which may result in increased costs.

2. Additional funds are needed to update equipment made obsolete by technological changes, to establish competitive salaries for staff, train staff in new technologies, and provide facilities for the animal technology program and additional storage space.

3. Inability to secure approval for an associate degree nursing program.

VOCATIONAL CENTER

1. Need funding to update equipment.

2. Fewer students taking the masonry program.

3. More students should have high concentration of math and science to meet the needs of employers.

4. Guidance counselors and principals should be educated about the needs of a high technology society and how programs in vocational education can help meet these needs.

1. Inability to serve all clients that need and are eligible to be served.

2. Uncertainty in the procedural aspects of the new teacher certification requirements.

3. Need funding for new equipment and updating equipment.

4. Need to develop private foundation resources for funding vocational education needs.

PROPRIETARY SCHOOL

1. Students attending proprietary schools should have full access to state financial aid.

2. Proprietary schools and public post-secondary schools need to develop a cooperative working relationship including transfer policies.

3. Cost of new computer equipment is high and makes it difficult to keep equipment up-to-date.

4. Fluctuation in program enrollments from year to year is a continuing problem.

PUBLIC MEETING OF THE ADVISORY COUNCIL

A public meeting on vocational education was held by the State Advisory Council on February 2, 1983, at the Arlington Technical and Career Center in Arlington County. This activity was part of the winter quarterly meeting of the Advisory Council and was attended by more than 90 persons. Speakers expressed views about a variety of topics. Issues and concerns identified to the Council included:

1. There is a danger if we fail to recognize continuously the significance of an advisory council's role and contribution in assessing vocational programs.

2. Concern that students do not fully appreciate the strengths of our economic system.

3. Need to determine the best educational method, most cost effective approach, and a specific plan for phasing new technology into our vocational programs and stay reasonably close to future advancements.

4. Request that word and data processing instruction be expanded to meet employers' need for workers with computer use skills.

5. The public is not generally aware of the heavy involvement in occupational-technical education at the community college level, and the strong affiliations established with business and industry.

6. Federal vocational funds coming to the community colleges need to be treated as other federal grants and not appropriated as a part of the regular operating budget.

7. Need to support federal and state legislation that establishes incentives for business and industry to contribute equipment and other resources to vocational technical education programs at the secondary and postsecondary levels.

8. The moratorium on loans from the literary fund will have a direct impact on the ability of school divisions to keep educational facilities and equipment up-to-date and this will affect vocational education.

9. New and replacement equipment needs for vocational technical programs exists both at the secondary and postsecondary levels.

10. Consideration should be given to state funds being available to support scheduled maintenance of equipment.

11. Need to establish a fund to supplement salaries of qualified persons from industry to attract them to teach in certain occupational programs.

12. Colleges and universities need to eliminate bias against business and vocational courses with regard to admission to higher education.

13. Encourage hearings or exploration in other ways to find out what we can realistically expect to offer students in the secondary schools to prepare them for high technology occupations.

14. Need to facilitate better articulation between secondary schools and higher levels of education.

15. A new type employee, more flexible, adaptable, questioning, and resourceful, is desired and needed to serve a different work situation.

16. Primary keys to satisfying society's needs in the future will be flexibility, diversity, and performance.

17. Need to organize a better partnership between schools and the business community.

18. Every high school student should be required to complete one vocational program in conjunction with basic academic requirements for graduation.

19. Every occupation should be viewed as having worth and dignity, and a student should not be given the impression that vocational education is less desirable than college preparatory classes.

20. Need to remove barriers limiting vocational education opportunities for handicapped students, and integrate

these students into the mainstream of vocational programs.

21. Need to require schools who train vocational teachers and administrators to include in their preparation a course and experience in the needs of special children.

22. There is a need for more typewriters and computer equipment in the high schools; and typing, accounting, and business math need more recognition at both the high school and collegiate levels.

23. Need more professional cooking programs in vocational centers and high schools to meet the need for trained workers in the restaurant trades.

24. Important that vocational educators become involved in the delivery of services under the Job Training Partnership Act in each Service Delivery Area (SDA).

25. Need leadership and development of curriculum design for the middle school, and possible funding changes that support courses less than eighteen weeks in length.

26. Hours of work experience required in some cooperative vocational programs is too high given the current economy and other demands for student's time.

27. Follow-up of students should be done by local school divisions, but they need financial help to take on this responsibility.

COMMENT ON REPORTS OF THE GOVERNOR'S JOB TRAINING COORDINATING COUNCIL

The State Advisory Council on Vocational Education and the Governor's Job Training Coordinating Council (GJTCC) work cooperatively in carrying out joint responsibilities identified in federal vocational education and employment training legislation. These responsibilities include an identification of vocational education and employment training needs of Virginia and assessment of the extent programs serving these needs represent a consistent, integrated, and coordinated approach; and the exchange of reports for review and comment.

The major efforts of the GJTCC and the Governor's Employment and Training Division (GETD) since early in calendar year 1983 was preparing for the implementation of the Job Training Partnership Act (JTPA) which became effective October 1, 1983. In FY 1983 the GJTCC provided the following reports to the Advisory Council:

Private Industry Council Guide Book. This book is designed to orient Private Industry Council (PIC) members in the Service Delivery Areas (SDAs) to the JTPA and the role of a PIC member. Special attention is devoted to the subject of local economic development.

SDA Guidance Package. The guidance package in draft form was distributed to SDAs and interested parties. Emergency temporary regulations will be issued after revisions resulting from comments. Another review process will take place in early 1984. After further comment then final regulations will be established. The final package will include both requirements and suggestions.

STATE BOARD EVALUATIONS OF VOCATIONAL EDUCATION

The VEEVA (Vocational Education Evaluation in Virginia) system was used to conduct evaluations in twenty-six school divisions and five jointly owned vocational centers during the 1982-83 school year. Agricultural and natural resources technology programs were evaluated in the community colleges during this same period using a newly designed evaluation system that will review clusters of programs annually. The new system was developed by a task force of community college deans using concepts designed by the National Center for Research on Vocational Education at Ohio State University. The schedule for evaluating other community college occupational-technical program clusters is: health technology in 1983-84, engineering-industrial technology in 1984-85, public service technology and design in 1985-86, and business technology in 1986-87.

Evaluation of the school divisions and vocational centers involved the use of program evaluation forms based on general standards for all vocational programs and specific program standards, teacher and student questionnaires, and enrollment and follow-up data from the vocational reporting system. Data collected on secondary vocational programs were analyzed and used as the information base for making recommendations to improve the programs. State program supervisors worked with local school division personnel in reviewing the evaluative data and in developing recommendations for improvement. Follow-up reports on progress made in implementing the recommendations will be made by each school division evaluated early in 1982.

The State Advisory Council's Committee on Evaluation monitored the vocational education evaluation process in FY 1983 through a variety of activities. The committee reviewed the responsibility of the State Board to evaluate programs and the component parts of the evaluation system used in the public schools. VEEVA has had few changes made since FY 1982. Greater efforts continue to be expended on analysis of data collected from each school division and vocational center. A task force is currently working on changing the student and employer follow-up system from a state administered sample survey to a locally conducted follow-up system. When in place, this change should strengthen the use of follow-up data in the VEEVA process. The full committee reviewed the summary report of VEEVA evaluations conducted in 1981-82 including status of action by school divisions on recommendations for the previous year. Additionally, observations of supervisory follow-up visits were made by four members at two evaluation sites. One committee member attended a regional meeting where the evaluation procedures were reviewed with school divisions to be evaluated in the next year. The committee also reviewed the new community college evaluation procedures with staff of the community college system.

ADVISORY COUNCIL COMMENT

The efforts underway to change the student and employer follow-up system from a state administered sample to a locally conducted follow-up holds great promise to provide more meaningful data on the results of programs. The current follow-up system has been plagued with low response rates from students and this has detrimentally affected the potential for employer responses. Problems at the state level related to meeting time lines for these data have also negatively affected the VEEVA system. It is important to note that changing to a locally conducted system is only the first step in making available more meaningful evaluative and planning data. Vocational administrators and especially vocational teachers must truly believe good follow-up data on students and employers is critical for effective vocational education program evaluation. If the effort gets this level of priority it will strengthen vocational programs across the state.

LOCAL VOCATIONAL ADVISORY COUNCILS

The State Advisory Council's Committee on Program of Work and Technical Assistance has worked closely with staff of the State Board of Vocational Education during 1983 to plan a series of regional workshops on local vocational advisory councils. As part of this effort state council members were encouraged to meet with local councils in their area of the state and gather information about what is needed to enhance efforts of local councils. Ten visits were made and the information gathered was used in planning the workshops. One area of need identified was a means to share information about council activities with other councils. The State Advisory Council will publish a newsletter in the fall and spring during the 1983-84 school year to highlight activities of local vocational advisory councils.

The State Advisory Council has developed a survey instrument to be completed by educators, school board chairmen, and advisory council chairmen to assess the degree local councils are meeting their mandated responsibilities and identify technical assistance needed to further improve council operations. This survey will be completed at the regional workshops in FY 1984. A slide-tape presentation developed by the Department of Education on local advisory councils will be shown during the workshops. The development of this presentation was in response to a recommendation of the State Advisory Council.

VIRGINIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Two major changes involving VOICC occurred during FY 1983. The Job Training Partnership Act of 1982 (federal legislation replacing the Comprehensive Employment Training Act) required the Governor of each state to designate an organizational unit to be responsible for a statewide labor market and occupational supply-demand information system. Governor Charles S. Robb designated the Virginia Employment Commission (VEC) as the agency for oversight and management of this system. Administrative responsibility for VOICC was then transferred from the Department of Education to the VEC. Since the VEC is the major provider of labor market information and VOICC is responsible for compiling existing occupational supply-demand data into a usable format for planners of training programs, this move is viewed as strengthening the overall effort.

The second change involved the expansion of the interagency committee directing the VOICC efforts. The Division of Industrial Development joins the Department of Education (Vocational Education), the Virginia Employment Commission, the Department of Rehabilitative Services, and the Governor's Employment and Training Division on the committee. This action reflects the increased focus on the information needs of the state's economic development and private sector enterprises.

VOICC continued to use two major contractors in FY 1983 to meet its responsibilities to provide occupational supply-demand information for program planners and career decisionmaking information for individuals. The Tayloe Murphy Institute, University of Virginia, administers the Virginia Occupational Information System (VOIS) and the College of Education, Virginia Polytechnic Institute and State University, administers the Career Information Delivery System (Virginia VIEW). Information about these efforts is included in Section IV of this report, Review of Services to People and Their Needs, beginning on page 21.

APPENDIX

JOB OUTLOOK FOR VIRGINIA, 1979-1982

Occupational Title	Average Annual Job Openings, 1979-1982 Total	Growth	Replacement
Total, All Occupations	66,433	30,131	35,873
AGRICULTURE			
Farm Equipment Mechanics	54	32	22
Gardeners & Groundkeepers	423	78	345
DISTRIBUTIVE			
Food Distribution			
Delivery & Route Workers	913	534	379
Rest, Cafe, Bar Mgrs	8,159	3,558	4,601
General Merchandise			
Sales Mgr Retail Trade	278	161	117
Manager, Retail Store	1,309	558	751
Sales, Clerks	3,935	1,713	2,222
Insurance Agent	266	121	145
Real Estate Agent	155	57	98
Recreation-Facility Attend	81	-6	87
Transportation			
Bus Drivers	292	145	147
Taxi Drivers	175	63	112
Airplane-Flight Attend	155	55	100
Truck Drivers	1,654	966	688
HEALTH			
Dental Assistant	165	86	79
Dental Hygienists	67	33	34
Medical Lab Technologists	105	54	51
Medical Lab Assistants	111	60	51
Nurse, General Duty	1,334	609	725
Practical Nursing	722	322	400
Nursing Assistant	1,602	756	846
X-Ray Technicians	105	58	47

Occupational Title	Average Annual Job Openings, 1979-1982 Total	Growth	Replacement
HOME ECONOMICS			
Child Care Attend, exc priv	120	39	81
Housekeepers, exc priv	62	24	38
OFFICE			
Accounting Clerks	708	280	428
Bookkeepers, Hand	1,211	562	649
Cashiers	2,100	1,027	1,073
Bookkeeping-Mach Opers	289	142	147
Bank Tellers	613	364	249
Computer & Console Opers	119	79	40
Key Punch & Cod Equip Opers	312	152	160
Computer Programmers	197	138	59
Computer Systems Analysts	256	166	90
File Clerks	249	118	131
General Office Clerks	2,791	1,197	1,594
Library Assistants	203	91	112
Switchboard Operators	213	93	120
Central Office Tel Opers	138	54	84
Postal Clerks	94	29	65
Mail Carriers, Postal Serv	334	116	218
Receptionists	514	226	288
Shipping, Receiving Clerks	354	195	159
Shipping, Packers	280	149	131
Stock Clerks	780	429	351
Personnel Clerks	172	57	115
Secretaries	3,344	1,484	1,860
Stenographers	526	173	353
Office Mgrs NEC	8,159	3,558	4,601
Typists	1,524	582	942
Collectors, Bill & Account	101	48	53

Occupational Title	Average Annual Job Openings, 1979-1982 Total	Growth	Replacement
TECHNICAL			
Electrical, Electronic Tech	333	241	95
TRADES & INDUSTRY			
Air Cond & Refrig Mechanics	134	78	56
Auto Body Repairers	127	83	44
Auto Mechanics	894	529	365
Aircraft Mechanics	76	30	46
Office Machine Repairers	80	51	29
Carpenters	1,328	719	609
Electricians	577	338	239
Heavy Equipment Operators	589	370	219
Crane, Derr & Hoist Opers	109	55	54
Bricklayers	247	169	78
Painters	505	258	247
Plumbers & Pipefitters	502	300	202
Dry Wall Applicators	52	43	9
Tapers	38	31	7
Glaziers	34	20	14
Roofers & Slaters	113	79	34
Cement Masons	154	102	52
Structural Steel Workers	63	43	20
Boilermakers	88	43	45
Millwrights	96	41	55
Janitors & Sextons	4,899	1,888	3,011
Maintenance Mechanics	284	148	136
Diesel Mechanics	111	65	46
Drafters	270	183	87
Line Installer-Repairer	90	65	25
Wirers, Electronic	65	40	25
Cent Off Repairers, Tel	54	40	14
TV Repairers	45	26	19
Pressers, Hand	61	26	35
Pressers, Machine	81	26	55
Pressers, Machine, Laundry	86	26	60
Machine Tool Opers, Combo	56	39	17
Machinists	356	191	165
Punch-Press Opers, Metal	58	43	15
Lathe/Turn Mach Opers Metal	50	35	15
Sheet Metal Worker	280	185	95
Welders & Flame Cutters	496	308	188
Tool & Diemakers	60	34	26
Barbers	67	9	58
Hairdrssrs, Cosmetologists	232	46	186
Firefighters	150	70	80
Law Enforcement Training			
Guards & Doorkeepers	1,254	399	855
Corrects Offs/Jailors	235	29	206
Police Patrolmen/Women	188	79	109
Cooks, Sht Ord/Spec Fast Fd	466	234	232
Cooks, Restaurant	476	240	236
Textile PRod & Fab, Other			
Sew Mach Opers, Spec Eqm	145	65	80
Sew Mach Opers, Reg Eqm	1,450	641	809
Knitting Machine Opers	45	20	25
Spinners, Frame	32	14	18
Yarn Winders	43	17	26
Weavers	100	41	59
Upholsterers	102	52	50
Cabinetmakers	84	28	56

NEC--Not elsewhere classified.

Source of Data: Virginia Employment Commission, Summer, 1981.

TWENTY OCCUPATIONS WITH LARGEST NUMBER OF JOB OPENINGS, 1979-1982

	Occupations	Total	Growth	Replacements
1.	All Managers NEC	8,159	3,558	4,601
2.	Janitors & Sextons	4,899	1,888	3,011
3.	Sales Clerks	3,935	1,713	2,222
4.	Secretaries	3,344	1,484	1,860
5.	General Office Clerks	2,791	1,197	1,594
6.	Cashiers	2,100	1,027	1,073
7.	Truck Drivers	1,654	966	688
8.	Nursing Assistants	1,602	756	846
9.	Sewing Machine Operators	1,595	706	889
10.	Typists	1,524	582	942
11.	General Duty Nurses	1,334	609	725
12.	Carpenters	1,328	719	609
13.	Retail Store Managers	1,309	558	751
14.	Guards & Doorkeepers	1,254	399	855
15.	Bookkeepers	1,211	562	649
16.	Delivery & Route Workers	913	534	379
17.	Auto Mechanics	894	529	365
18.	Stock Clerks	780	429	351
19.	Practical Nurses	722	322	400
20.	Accounting Clerks	708	280	428

NEC--Not elsewhere classified.

The following limitations have been cited by the VEC regarding the job outlook data and should be noted by those utilizing these data:

> In using the projections, certain factors concerning the limitations of the data should be considered. The job opening information reflects net growth and job force separations due to deaths, retirements, or other reasons for withdrawal from the labor force. No allowance has been made for individuals returning to the work force nor for any other supply source of qualified workers that might be available. It should also be noted that the projections are based on recent historical trends and assume future continuity. Although unrounded data are presented, they are not intended to imply that degree of accuracy. The numerical employment values should be interpreted as showing relative magnitude and not as absolute values of occupational requirements. The projections can be used as indicators of general trends, denoting areas of growth or decline and the magnitude of change estimated during the projection period.

Source: Virginia Employment Commission, Summer, 1980.

COMPARISON OF 1981-82 HIGH SCHOOL GRADUATES WITH 1978 NINTH GRADE MEMBERSHIP AND GRADUATES CONTINUING EDUCATION, NUMBER NOT CONTINUING EDUCATION, GRADUATES WITHOUT MARKETABLE SKILLS NOT CONTINUING EDUCATION, AND DROPOUTS BY PLANNING DISTRICTS

PLANNING DISTRICT NUMBER	MEMBERSHIP *NINTH* GRADE FALL 1978	NUMBER OF *HIGH SCHOOL* GRADUATES (REGULAR AND SUMMER) 1981-82	1981-82 *GRADUATES* AS PERCENT OF NINTH GRADE MEMBERSHIP IN FALL 1978	NUMBER OF *GRADUATES* CONTINUING EDUCATION AT 4 YEAR, 2 YEAR, AND OTHER INSTITUTIONS	NUMBER OF *GRADUATES* NOT CONTINUING EDUCATION	NUMBER OF GRADUATES WITHOUT MARKETABLE SKILLS AND NOT CONTINUING EDUCATION	NUMBER OF DROPOUTS DURING 1981-82 SCHOOL YEAR
1	1,736	1,156	66.6	493	663	74	499
2	2,507	1,732	69.0	721	1,011	188	673
3	3,213	2,240	69.7	1,085	1,155	55	569
4	2,149	1,665	77.5	854	811	37	381
5	3,976	3,173	79.8	1,878	1,295	266	772
6	3,476	2,629	75.6	1,233	1,396	155	615
7	2,345	1,810	77.2	830	980	149	451
8	19,084	16,010	83.9	12,058	4,022	419	2,223
9	1,703	1,253	73.6	640	613	61	383
10	2,307	1,632	70.7	897	735	57	538
11	3,367	2,459	73.0	1,337	1,122	91	753
12	4,075	2,978	73.1	1,426	1,552	144	954
13	1,458	1,005	68.9	582	423	96	358
14	1,400	975	69.6	370	605	56	357
15	7,651	5,974	78.1	3,759	2,215	236	1,487
16	2,408	1,651	68.6	775	876	103	532
17	2,867	1,793	62.5	842	951	24	1,297
18	1,106	897	81.1	414	483	61	190
19	2,632	1,988	75.5	916	1,072	44	674
20	13,741	9,377	68.2	6,287	3,090	377	4,058
21	6,422	4,837	75.3	3,086	1,751	325	1,332
22	793	575	72.5	294	281	22	160
TOTAL	90,416	67,809	75.0	40,707	27,102	3,040	19,256

25% of the 1978 ninth grade membership dropped out and did not graduate in 1982
51.3% of the ninth grade membership dropped out or did not continue education beyond high school
60% of the graduates are attending postsecondary institutions
Source of data: Facing Up-17, Department of Education, March, 1983

COMMUNITY COLLEGE STUDENT ENROLLMENTS BY FULL-TIME, PART-TIME, AND TYPE OF PROGRAM, FALL 1982

COMMUNITY COLLEGE	FULL-TIME NO.	%	PART-TIME NO.	%	DEVELOPMENT NO.	%	UNCLASSIFIED NO.	%	OCCUPATIONAL TECHNICAL NO.	%	COLLEGE TRANSFER NO.	%	TOTAL ENROLLMENT	% OF COLLEGE ENROLLMENT TO TOTAL ENROLLMENT
BLUE RIDGE	807	40	1,210	60	2	-	869	43	790	39	356	18	2,017	2
CENTRAL VA	1,201	33	2,482	67	729	20	1,131	31	1,337	36	486	13	3,683	3
D.S. LANCASTER	463	50	463	50	38	4	297	32	480	52	111	12	926	1
DANVILLE	1,248	53	1,129	47	378	16	724	30	1,049	44	226	10	2,377	2
EASTERN SHORE	139	40	206	60	64	19	168	49	77	22	36	10	345	-
GERMANNA	452	28	1,191	72	-	-	744	45	506	31	393	24	1,643	2
J.S. REYNOLDS	2,927	28	7,401	72	551	5	4,984	48	4,028	39	765	7	10,328	10
JOHN TYLER	1,182	29	2,838	71	22	1	1,889	47	1,844	46	265	7	4,020	4
LORD FAIRFAX	577	33	1,186	67	-	-	697	40	690	39	376	21	1,763	2
MOUNTAIN EMPIRE	688	28	1,743	72	205	8	1,347	55	737	30	142	6	2,431	2
NEW RIVER	1,016	33	2,100	67	-	-	1,606	52	1,161	37	349	11	3,116	3
NORTHERN VA	8,928	26	25,554	74	1,616	5	21,092	61	7,145	21	4,629	13	34,482	32
PATRICK HENRY	450	33	894	67	-	-	386	29	688	51	270	20	1,344	1
PAUL D. CAMP	410	37	703	63	175	16	103	9	416	37	419	38	1,113	1
PIEDMONT VA	869	25	2,548	75	188	6	1,107	32	786	23	1,336	39	3,417	3
RAPPAHANNOCK	461	37	793	63	-	-	594	47	513	41	147	12	1,254	1
SOUTHSIDE VA	525	42	733	58	-	-	568	45	534	42	156	12	1,258	1
SOUTHWEST VA	1,085	37	1,818	63	-	-	290	10	1,871	64	742	26	2,903	3
THOMAS NELSON	2,202	35	4,126	65	-	-	1,650	26	3,267	52	1,411	22	6,328	6
TIDEWATER	4,664	31	10,434	69	2	-	4,585	30	7,362	49	3,149	21	15,098	14
VA HIGHLANDS	849	59	589	41	24	2	289	20	824	57	301	21	1,438	1
VA WESTERN	2,085	38	3,400	62	20	-	1,722	31	2,526	46	1,217	22	5,485	5
WYTHEVILLE	800	47	914	53	255	15	658	38	658	38	143	8	1,714	2
TOTAL SYSTEM	34,028	31	74,455	69	4,269	4	47,500	44	39,289	36	17,425	16	108,483	100

% represents percent of a college's enrollment in a specified program.
Source of data: Virginia Community College System

COMMUNITY COLLEGE ENROLLMENTS BY EDUCATIONAL OBJECTIVE OF UNCLASSIFIED STUDENTS, FALL 1982

COMMUNITY COLLEGE	UPGRADING SKILLS PRESENT JOB		DEVELOP SKILLS NEW JOB		CAREER EXPLORATION		GENERAL KNOWLEDGE		OTHER OBJECTIVES		TOTAL NO.
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
BLUE RIDGE	333	38	162	19	60	7	154	18	160	18	869
CENTRAL VA	346	31	156	14	29	3	213	19	387	34	1,131
D.S. LANCASTER	91	31	36	12	10	3	104	35	56	19	297
DANVILLE	296	41	94	13	58	8	94	13	182	25	724
EASTERN SHORE	55	33	1	1	4	2	99	59	9	5	168
GERMANNA	33	4	4	1	12	2	668	90	27	4	744
J.S. REYNOLDS	837	17	83	2	55	1	3,108	62	901	18	4,984
JOHN TYLER	538	28	162	9	29	2	784	42	376	20	1,889
LORD FAIRFAX	262	38	99	14	69	10	153	22	114	16	697
MOUNTAIN EMPIRE	760	56	63	5	23	2	474	35	27	2	1,347
NEW RIVER	360	22	106	7	133	8	839	52	168	10	1,606
NORTHERN VA	1,898	9	1,856	9	1,489	7	13,564	64	2,285	11	21,092
PATRICK HENRY	88	23	37	10	17	4	134	35	110	28	386
PAUL D. CAMP	17	17	-	-	4	4	22	21	60	58	103
PIEDMONT VA	467	42	151	14	34	3	383	35	72	7	1,107
RAPPAHANNOCK	136	23	62	10	15	3	287	48	94	16	594
SOUTHSIDE VA	113	20	49	9	22	4	296	52	88	15	568
SOUTHWEST VA	33	11	28	10	35	12	73	25	121	42	290
THOMAS NELSON	159	10	66	4	768	47	496	30	161	10	1,650
TIDEWATER	416	9	248	5	243	5	2,766	60	912	20	4,585
VA HIGHLANDS	44	15	19	7	21	7	159	55	46	16	289
VA WESTERN	482	28	50	3	15	1	1,126	65	49	3	1,722
WYTHEVILLE	123	19	61	9	4	1	388	59	82	12	658
TOTAL SYSTEM	7,887	17	3,593	8	3,149	7	26,384	56	6,487	14	47,500

% represents percent of a college's enrollment in a specified program
Source of data: Virginia Community College System

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